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ABSTRACT

The manual, designed particularly for work with acting-out or behavior problem students, describes coding procedures used in the observation of continuous classroom interactions between the student and his peers and teacher. Peer and/or teacher behaviors antecedent and consequent to the subject's behavior are identified in the coding process, establishing a sequential behavioral pattern. Detailed are standardized procedures for observer interactions with academic personnel, timing within observations, and reliability checks. How to fill in the coding sheet is outlined and definitions are provided for the abbreviations used in recording source of the behavior, direction of the behavior, and type of behavior. Behaviors defined include those found fairly frequently in acting-out students. Specific rules are given for who, when, and how to code, and a sample protocol is provided. Appendixes include questions and answers concerning identification, procedural, and definitional coding problems. (KW)

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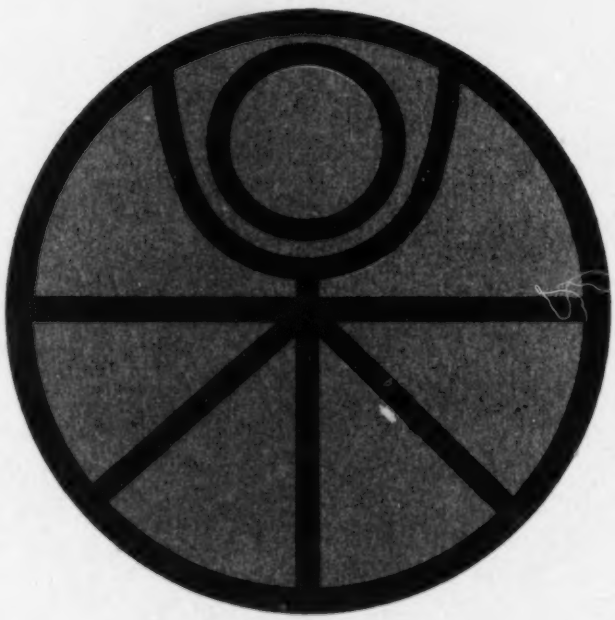
REPORT NO. 9

CODING MANUAL FOR CONTINUOUS OBSERVATION OF INTERACTIONS BY SINGLE SUBJECTS IN AN ACADEMIC SETTING

Joseph A. Cobb and Hyman Hops



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Coding Manual for Continuous Observation of Interactions by Single Subjects in an Academic Setting

Report #9

July 1972

Joseph A. Cobb and Hyman Hops
Program II, Prevention and Remediation
Project C, Survival Skills

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CODING MANUAL FOR CONTINUOUS OBSERVATION OF INTERACTIONS BY SINGLE SUBJECTS IN AN ACADEMIC SETTING

Joseph A. Cobb and Hyman Hops

Introduction

This manual provides a detailed description of coding procedures to be used in the observation of continuous classroom interactions between a student and his/her peers and teacher. The coding system has been derived from several existing observational systems (Cobb, 1971; Cobb & Hops, 1971; Cobb & Ray, 1970; Walker, Fiegenbaum, & Hops, 1971). It includes some new procedures to provide a highly inclusive account of a student's classroom behavior including interactions with social agents.

Although the manual may be applied to a wide variety of students, it has been especially tailored for the acting-out or conduct-disordered child. Some behaviors that have been observed rarely in average children but fairly consistently in acting-out children (Patterson, Cobb, & Ray, 1972) are defined. The coding procedure is designed to identify the behaviors of teachers and peers which precede and follow the acting-out child's behavior so that a sequential pattern detailing the antecedent and consequent events of each subject's behavior can be obtained.

Standardized procedures are necessary for the gathering of observation data to maximize the likelihood that results based upon the data have wide practical and theoretical applications. By minimizing procedural difference, it seems possible to compare data collected by different observers. The procedures include interactions with academic personnel, timing within observations, and reliability checks. It is hoped that this manual will provide the framework from which excellent data can be

generated.

An observer's role in the data collection process is analogous to that of the test examiner in traditional psychological research. The examiner uses standardized procedures for administering tests to reduce differences in the test situation from subject to subject. In addition, subjects are required to respond to similar test items. In observation work, the procedures used by observers parallel the administration components. A detailed description of the procedures is provided in order that each observer will apply the same procedures before, during, and following the classroom observation.

The "test item" definitions must be clear and concise in order that within and across observers the same "test items" are being applied. If the definitions are unclear, then the possibility arises that different observers may use the same "test item" for different behaviors. While the test items in traditional assessment are set, the possibility exists that the "test items" may fluctuate day by day in an observational procedure not because the definition has changed but because the definition used by the observer has changed. Thus, there is need for constant and systematic feedback concerning any discrepancies or lack of discrepancies between an observer's definition and those specified in the manual. In order to determine if such discrepancies exist, a plan for checking reliability will be detailed in a separate section.

I. Procedures for Observing in an Academic Situation

The following list of observers' guidelines are concerned with proper equipment functioning and the establishment and maintenance

of excellent relations with school personnel. We assume that both components must receive careful and constant attention if useful data is to be gathered.

A. Before an Observation

1. Check that the timing device used to produce auditory signals is set for 10-second intervals and working accurately. The device should be routinely checked at weekly intervals and at any other time that an observer suspects it may not be functioning. When the auditory device is not being used, make sure that it is disconnected. The device runs on batteries which can drain rapidly if left on for any period of time.

2. Check before leaving for the school that the regular teacher(s) and both subjects* are present for the observation. If any are absent, cancel the observation.

3. Be sure you know where the school is located before leaving the office. The use of a map or checking with other people who have been to the school should reduce the chance of your getting lost and missing an observation. Have the name, telephone number and address of the school on a sheet of paper that is to be taken to the observation. If you become lost, telephone the school so that a staff member can direct you there.

4. Check before leaving the office to be sure you have an auditory timing device, an earphone, a clipboard, two sharp pen-

* Two subjects, an acting-out child and a preselected peer, are necessary for the current research (1971-1972) but may not be required in the future. All other procedures remain the same if only one subject is observed.

cils, and an adequate supply of coding sheets.

5. Plan to arrive on the school grounds fifteen minutes prior to the time an observation is to begin. This will allow enough time for preparation so that the observation can proceed on schedule.

6. Follow the rules that apply to visitors to a school.

a. Check in with the secretary at the office and tell her that you are from Dr. Cobb's office and will be observing in such and such teacher's room from ____ to ____. When going into a new school, in addition to the above, give your name to the secretary.

b. Some schools have dress codes so it is important that you dress in a manner acceptable to the school official, e.g., dresses and not slacks for women, and shirt and tie for males rather than T shirts. Additionally, grooming is important. Long hair and beards for males are acceptable if they are trim and neat. The schools have agreed to participate in projects and in order to maintain satisfactory relationships it is necessary that visitors to the school building follow the same rules that apply to the teachers.

c. After reporting to the office, go directly to the classroom. Plan to arrive approximately five minutes before the scheduled observation. If it is your first visit, introduce yourself to the teacher and provide the names of the subjects to be observed so they can be pointed out to you.

d. When you enter a classroom, a minimal amount of conversation should occur between you and the teacher or students. This rule is to be applied at all times. Some observers have been placed in difficult positions when they have been asked by teachers to give professional advice concerning difficulties with children in the classroom. In order to avoid that possibility it is wise to talk primarily about the simple mechanics of the observation, e.g., where to sit, and not about particular children's good or bad points. This does not mean that you are being unsocial; the usual social amenities are exchanged, e.g., "Good morning," but no extended conversations are to be held. Teachers know that these rules are in effect so they do not expect lengthy interactions. Likewise, conversations with the children should not occur to insure that the observation is as little affected by your presence as possible. As soon as you become an active part of the environment, i.e., when children begin to initiate interactions with you, the neutrality of your presence is jeopardized. Children accommodate quickly to a neutral observer and continue their activities as though the observer were not present.

B. During an Observation

1. As soon as you begin coding, few interruptions should take place. The importance of gathering a continuous flow of data in a highly variable environment cannot be overemphasized.

In the classroom the situation can change very rapidly from one in which the teacher is lecturing to one in which she may be asking questions and in the next few moments having children read aloud. If the time is spent in preparatory activities, e.g., numbering pages, sharpening pencils, etc., then data is irretrievably lost and, as a result, analyses will be incomplete.

2. When two or more observers are coding in a classroom, there should be as little interchange as possible. Talking among yourselves should occur only in unusual circumstances, e.g., if an observer has broken both pencil points. Discussions about the teacher, the children, the codes, or the functioning of auditory devices should never occur. The less the distraction caused by observer interaction, the less the possibility of obtaining biased data. By having prepared for most contingencies which can take place during an observation, you are freed from unnecessary interaction during the observation itself.

C. Following an Observation

1. Leave the classroom as quietly as possible, and stop at the office before leaving the school to tell the secretary the observation is complete.

2. Return all equipment to the CORBEH office and complete information on all sheets.

3. At the office, you can make any corrections that were not made in the classroom. Sometimes in thinking about a particular coding sequence, you may want to replace the code that

was used with one better describing the behavior exhibited by the person in the classroom.

4. Enter any coding questions in the log book. These will be answered and discussed during observers' meetings. It sometimes happens that an existing code does not seem to describe the situation that is being observed. By writing this down immediately after an observation, the likelihood of forgetting decreases and the information gained regarding the incompleteness of the current system will aid in making subsequent revisions.

5. In a notebook, record the impressions you received during the classroom observation. A short paragraph describing the situation as specifically as possible will help the psychologist working with the teacher in the classroom. For example, "Johnny hit seven kids while the teacher was correcting papers and did not see him. When she looked his way he began to work," is better than "Johnny was really mean today and a little sneak."

6. Mark on chart the number of minutes of data collected in each situation, "group" and "individual". See page 9 for definition of "group" and "individual" situations.

II. Description of the Coding Sheet

Each coding sheet allows for 100 seconds of data to be collected. Details on the use of the sheet will assure the uniform collection of information regarding the observation.

On the heading of each sheet are the following 15 items which should be completed either before or during the observation. Those

with an asterisk should be filled out prior to the observation; the ones without an asterisk can be completed during the observation.

* Date: Place complete date including the day, month, and year.

* Observer: Place your initials.

* School. Write name of school.

* Grade: Write the grade level of the classroom you will be observing.

Academic Activity: Write the activity, e.g., reading, in which the subject is engaged.

* Subject: Place the subject's number in the blank.

* Teacher: Write teacher's last name. If more than one teacher, write names of other teachers, aides, volunteers, and other adults in the room.

* Page: Begin with the number 1 and number each succeeding page in sequence. By knowing before hand the length of the academic period, you can judge fairly accurately the number of pages you will use.

Time: When the observation begins, place the time on the number one sheet. When the observation is completed, place the time on the last sheet. Do not write the time on the other sheets.

* Reliability: If the observation or a part of the observation is to be a reliability check, place the other observer's initials in the appropriate line on all sheets which are to be used for the calculation.

For the next five categories subsequently defined, place an "X"

beside the ones which apply. If, during the coding of a sheet, the situation changes and a different category applies; finish the current line of coding and place the appropriate symbol(s) that is(are) applicable to the new situation in the front margin of the new coding line before beginning the next line of coding.

Structured: (S) The teacher has provided clear and specific guidelines for the subject's activities. For example, the teacher has given clear instructions to the child about the work to be done and the acceptable activities that can be engaged in once the work has been completed.

Unstructured: (U) The guidelines for the child's activities are vague and non-specific. For example, many children--including the subject--are engaged in numerous non-supervised activities in the classroom and they determine what they are going to do.

Group: (G) The subject is part of a group activity. Examples include the child sitting in a small reading group, and the entire class listening to the teacher lecturing or a child reciting.

Individual: (I) The subject is engaged in individual as opposed to group activity. Individual includes solitary work as well as two or three children working together. Children working on assignments at their desks and children working in pairs on assignments are some examples.

Transitional: (T) The subject is between activities within or between academic periods. Examples include children moving from a reading group to work on individual assignments during a reading period, and children changing from a reading period to an arithmetic period.

Following the 15 header items, are ten numbered lines used for coding 100 seconds of interactional data at 10 seconds per line. At the bottom of the sheet are spaces for the recording of comments and/or questions regarding the observation. Comments might include specific aspects of the subject's, peer's, or teacher's behaviors that were inadequately picked up in the coding. Questions may relate to any of the problems with the coding system including the inability to code a certain behavior not covered by the current definitions. In addition, the situation might be such that it cannot adequately be depicted by the five categories just described.

Only the most pertinent information should be included on these lines as this takes time from the observation. A short telegraphic style is best since the material serves only as a basis for writing questions and comments into the log after the observation.

III. Definitions of Subjects, Directions, and Behavior

The behaviors subsequently defined can be coded for all social agents in the classroom as well as for the subject. Each time a person's behavior is recorded, three pieces of information are required: Whose is it? What is that person doing? At whom, if anyone, is the behavior directed? In other words, identify the person emitting the

behavior, the behavior and its direction. The person and direction are represented by numbers while the behavior is symbolized by two letters. Thus, 1 AT 6 states that the subject (1) is looking at (AT) the teacher (6).

Four lists will follow: (1) a list of numbers from 1 to 9 which represent the various persons coded in the classroom, (2) a list of numbers from 1 through 0 to symbolize the potential directions of any given behavior, (3) a list of double letter symbols with definitions for 37 classroom behaviors, and (4) a list of symbols used when coding has to cease in the middle of a session.

A. Subjects* or Social Agents

1 = Subject No. 1

2 = Subject No. 2

3 = Subject No. 3

4 = Subject No. 4

5 = Unidentifiable peers (any child in the classroom other than 1, 2, 3, or 4). A peer code may include one, two, or more peers up to the total class or group minus the subject(s).

a. 95 is used only to refer to a peer (5) who is the same as the last peer referred to in a coding sequence. No other intervening peer identification can occur.

* In the present form of research, no more than four subjects were accepted for coding in any one classroom. Conceivably, the coding system can be used to record the behavior of more than four targeted children in a room.

6 = Teacher, professional (the home room teacher or any other trained teacher who may be involved in a team-teaching procedure).

7 = Teacher aide (any professional aide or student teacher).

8 = Volunteer teacher or visitors (any volunteer teacher, such as a parent, sixth grade or high school student, who helps out in the classroom).

9 = All peers in the group--including identified and unidentified peers.

B. Direction of the Behavior

Each behavior can be directed at any social agent in the classroom, at some inanimate object, at the person himself, or at some unknown person or object. Listed are numeric code symbols for all possible categories at which a behavior can be directed.

1 = Subject 1

2 = Subject 2

3 = Subject 3

4 = Subject 4

5 = Unidentified peer or peers

6 = Professional teacher

7 = Teacher aide

8 = Volunteer teacher and/or visitors

9 = Entire group of children including the subject. This is used, for example, when the teacher directs a behavior at the entire peer group including the subject--

as in lecturing. The entire group may be only a part of the classmates because of the structure of the academic setting. For example, the subject is working with five other children on a math problem under the supervision of a teacher aide. The other classmates are working individually on a reading test. If the teacher's aide says the group of five children is doing a good job, the proper coding is 7 AP 9. The 9 is used because the behavior was directed at the peer group of the subject as well as the subject.

0 = Object. A response is directed at an inanimate object. For example, a subject is looking at his book or writing on the blackboard.

Nondirectional. This category is used when the observer is uncertain about the direction of a behavior. For example, a child may be attending to a book but at some point the observer becomes uncertain whether he is actually working or just day dreaming. In such a case, a directional symbol is not used, i.e., no number is used for this category. Whenever an observer is unsure about the direction of a behavior, the directional number is omitted.

C. Coding Definitions

AP APPROVAL

The individual gives clear verbal, gestural, or physical approval to another person or group of persons. Verbal ex-

amples include statements containing praise for an individual's work, attitudes, appearance or conduct. Not included is simple feedback as to the correctness of an academic response, e.g., "That answer is right," unless the statement is made with some emphasis, e.g., "That's right!" Gestural behaviors include smiles, nodding of the head and clapping of the hands. Physical approval includes hugs, pats on the back, and other physical contact of a positive nature.

DI DISAPPROVAL

The individual gives clear verbal or gestural disapproval of another person's behavior or characteristics. The verbal include statements containing dislike, disgust, dismay, unhappiness, and/or perturbation over the individual's work, attitudes, or appearance. This category does not include simple feedback as to the incorrectness of an academic response, e.g., "That's wrong," unless the statement is expressed in derogatory tones. Examples of statements that fulfil the criteria are: "I don't like that tone of voice." "You didn't pass in your homework on time." "Your work is sloppy." "Why don't you get a haircut." "Can't you ever sit quietly--just for one minute." Gestural behaviors include frowns and shaking of the head.

AI ATTEMPT INITIATION

The individual attempts to initiate an interchange with another person which is not in conjunction with volunteering

(VO) (defined below). Once you know the content of the interaction, AI is not coded. For example, if a child raises his hand and asks to get a drink of water, you code the behavior as talk other (TO) (defined later), as you know what the initiation is about. AI is used only when clear behavioral signs are present for the attempt. The child raising his hand, a student standing in line near the teacher's desk as she answers individual questions, and the teacher calling a student's name are three examples of AI.

VO VOLUNTEERING

By verbal or non-verbal means, an individual exhibits behaviors associated with volunteering information of an academic nature. For instance, the student raises his hand in response to a group-directed question by the teacher; the student answers a question directed at the group; the student calls out an answer or provides other information pertinent to the discussion. Whether or not the rules of the class permit VO is not pertinent to the use of the code. (See call out, (CL).) If the student makes an academic volunteering response, VO is used.

CL CALL OUT

The person calls out an answer when a question is directed to another student or the student interrupts the teacher or another child when he or she is talking. A call out can pertain to academic or non-academic material; e.g., the teacher

is explaining the reading workbook's purpose and the subject interrupts by saying, "I saw that workbook on your desk last week," or the teacher asks a question of another student and the subject gives the answer without letting the other child respond.

QA QUESTION ACADEMIC

The individual is asking a question, verbally or non-verbally, the content of which is academic. The verbal aspect need not be stated in the form of a question as it may be determined by voice inflection. For example, in a reading group the teacher says, "The boy ran to the store," rather than, "Did the boy run to the store?" The inflection of the word "boy" plus a short pause after the word "boy" indicates that the first statement is actually a question. Thus, a question clearly stated or an inflectional statement which implies a question are both coded as QA. Non-verbal questions are gestures used by the person which signify an answer is expected.

AQ ANSWERS QUESTION

The individual answers a question. The question need not be academic in nature. The category is also used when an individual answers an academic question, but the observer does not know whether or not the answer is correct.

RT RIGHT ANSWER

The person answers an academic question correctly.

WR WRONG ANSWER

The person answers an academic question incorrectly.

DK DON'T KNOW

The individual either states verbally that he does not know the answer to an academic question or he does not respond verbally to an academic question. For example, the teacher may ask a student an academic question and the student does not say anything. The proper code, then, is DK.

SC SECOND CHANCE

In a variety of ways, the individual gives another person a second chance to make an academic contribution after the first attempt was unsuccessful. The person may repeat or rephrase a question, provide hints, or simply wait for another answer.

CR CHANGING A PREVIOUS ACADEMIC RESPONSE

The individual corrects or attempts to correct an academic response. An illustration of this occurs when the subject corrects a peer's response or vice-versa. Another example is the teacher giving the correct response to a student after the student has made no response or an incorrect response. For this code it is irrelevant whether the new response is correct or not--the important aspect is that the person has given a new response to the same stimuli that had been originally presented. This code is equally applicable when a student corrects the response made by a teacher.

AT ATTENDING

The individual is looking at academic material or at a person who is verbalizing about academic material. Examples include the subject looking at the teacher when she is talk-

ing, looking at materials that have to do with the lesson; e.g., books, blackboard, or flash cards; watching other children when they are writing at the blackboard or when they are reciting. Other illustrations are: the teacher following in her book or looking at the child as he reads aloud, and the teacher leaning over the child's shoulder and examining the work as the child does seat work.

LA LOOK AT

The subject, peer or teacher is looking around the classroom environment or staring at something or someone that is not relevant either to the current academic activity or to a previously stated request. For example, the subject looks out of the window when he has a math assignment to complete, he stares at another child across the room when individual seat work is assigned, or looks around the room from object to object while another child is reading aloud, or looks at the blackboard when he is supposed to be following in his book as another student or teacher reads. Other instances are: the teacher is explaining a lesson, but the student is thumbing pages in his book; a peer is reciting, but the subject is working on academic material from another academic period without permission of the teacher; the subject ties a shoelace while other children are reading silently in a reading group. A further illustration is the behavior exhibited when the teacher has asked the subject to come to

her desk and the student begins to comply, but along the way he stops at a student's desk and looks at some papers on the desk or looks at other peers who are working.

NO NORMATIVE

Use of this category is applicable primarily during transitional periods in which the subject's behavior appropriate for the situation cannot be coded academic or management. The behavior is usually of a passive rather than active nature. Examples include the children putting their heads down on the desk at the teacher's request, waiting in their chairs while the teacher passes out papers, or standing in line before going out to lunch.

MA MANAGEMENT ACTIVITIES

The person is engaged in non-verbal activities that pave the way for academic responses to take place. Included in such activities are moving chairs to a reading group, sharpening pencils, putting away materials after a lesson, getting books out of a desk, locating other necessary tools to carry out and complete assignments, walking to the teacher's desk after she has called the child to her desk. Remember that these activities need not precede an academic period, but can occur during it.

TM TALK ABOUT MANAGEMENT

The individual is talking about activities that generally precede academic responses. The talk should be in the form of a statement rather than a question, or a command. Examples

include: the teacher talking about a new seating arrangement for the reading group or making statements such as, "We need to have more workbooks available." "There are not enough pencils to go around." "We should have our books opened to the right page when we begin reading." Examples between a peer and subject include such statements as, "Here is the pencil that I borrowed yesterday." or, "We can both read from the same book."

It is important to remember that the talking need not precede an academic period, but may be an integral part of the period. Thus, the children may be working at individual seat work and the teacher may say that more paper is available at her desk, in which case TM would be coded.

QM QUESTION MANAGEMENT

The content is the same as TM, talk about management, and CM, command management, but the material is phrased as a question--verbally or non-verbally. Examples of teacher behavior include: "Do you have your pencil?", "Are you on the correct page?". "What is the thing we are supposed to do next?" and "Have you got a piece of paper I can borrow?" are examples of peer and subject QMs.

CM COMMAND MANAGEMENT

The individual issues a clearly stated request or command in regard to activities that precede academic responses. A management command can occur as part of a preparation for an academic activity or during the activity itself. For instance,

the command, "Bring your chairs to the reading group," occurs before reading actually begins; the command, "Turn to the next page," can occur during the academic activity, but the person's response does not have to be academic in order for compliance to occur. The page can be turned, which indicates compliance, but this does not ensure that the person is going to read the page. Other examples are: "Give me an eraser." "Sharpen your pencils." "Close the book."

OM OBEYS MANAGEMENT COMMAND

The subject, peer, or teacher is doing what has been requested in a clearly stated management command.

DM DISOBEYS MANAGEMENT COMMAND

The subject, peer, or teacher is not complying with a clearly stated management command.

TA TALK ACADEMIC

The person is talking about academic material. Examples are: the subject is talking to a peer or to the teacher about an arithmetic problem, or the teacher demonstrating vowel sounds to the class.

CA COMMAND ACADEMIC

The individual makes a statement for which an academic response is expected. Examples are: "Tell me the number of different people who are in the house that Jack built." "Tell me the vowel names." "Do the problems on page 55." "Read the next page."

OA OBEYS ACADEMIC COMMAND

The subject, peer, or teacher is doing what has been requested in a clearly stated academic command. For example, the teacher tells the subject to do some problems on a certain page and the subject begins to do the assignment.

DA DISOBEYS ACADEMIC COMMAND

The subject, peer, or teacher is not complying with a clearly stated academic command. For instance, the teacher has requested the subject to begin work on a section of problems in the workbook and the student engages in other activities.

TD TALK ABOUT DISCIPLINE

The individual is talking about the content and form of social interaction and/or personal conduct. Examples are: "I want to see if we can help Johnny to be quieter." This class was noisy today." "Too many people were out of their seats during the time you were supposed to be working at your desks." "Johnny took my notebook."

QD QUESTION DISCIPLINE

The content is the same as command discipline (CD) and talk about discipline (TD), but the material is presented in the form of a question. "Do I have to sit quietly?" is an example.

CD COMMAND DISCIPLINE

The person gives a command the content of which relates

to the content and form of social interactions and personal conduct. Instances are: "Sit quietly in your seats while I go to the office." "Don't make any marks in your books or write on your desks." "Leave the room." "I don't want you to rub your eyes." "Fold your hands in your lap." "Leave me alone."

OD OBEYS DISCIPLINE

Same as for OA except that the person complies in regard to a CD rather than a CA.

DD DISOBEYS DISCIPLINARY COMMAND

Same as DA except that the content is about disciplinary activities.

TO TALK ABOUT OTHER MATERIAL

The subject, peer, or teacher is talking about things that are not academic, disciplinary, or management in content. Examples include: talking about lunch programs, personal experiences, and recess. Clearly, if the academic situation calls for discussion of outside material, then the code to use is TA and not TO. For example, in some social studies the discussion of material from the child's home is relevant; but during an arithmetic period such a discussion is not relevant to math so TO is coded.

DS DISRUPTIVE

An individual interferes with another person or a group of individuals. The disruption need not be of major propor-

tions to be disruptive. For example, a student may walk by another child who is working and flip the page of the working student's book. Other disruptions include throwing paper airplanes, teasing another person, taking an object belonging to another child without his permission, pushing another student's chair or desk, poking another child, pulling lightly at the teacher's dress, and tickling another person.

PL PLAY

The individual is playing when that activity is inappropriate as defined by the teacher. For example, the child is playing tic tac toe with another student while individual seat work is going on, or the subject is doodling or running a toy truck on his desk. Such activities are not considered PL if the subject or peer has completed his work and the teacher has specifically stated that play is appropriate. If the subject has not completed his work and is playing, then PL is the applicable code. There are several ways in which children set up impromptu play activities and these activities should be coded as PL.

NY NOISY

An individual is talking loudly, yelling, banging books, scraping chairs, or making any sounds that are above the level that is usually found when study behavior is occurring. In situations in which the whole class is involved in inter-

actions, the level of noise needed to apply to this category is increased to the average level encountered in such situations across classrooms.

PN PHYSICAL NEGATIVE

Use of this category is restricted to times when an individual attacks or attempts to attack another person with the possibility of inflicting pain. It also applies to the case where a person destroys or attempts to destroy some object. Examples are: spanking, kicking, biting, throwing objects at someone, breaking a pencil in half, tearing a page from a book, and carving a name on a desk.

IL INAPPROPRIATE LOCALE

The person is in an area that is not appropriate for the academic activity that is going on at that time. For instance, the subject is walking around the room when individual seat work is assigned; instead of joining a reading group, the child stays at his desk. When a subject goes to the bathroom: in class--wait three minutes, then code IL until he returns; outside of class--wait five minutes, then code IL until he returns.

UB UNKNOWN BEHAVIOR

The individual is engaged in miscellaneous kinds of behavior that are not covered by the current system. For example, the student leaves his desk, which is permitted by the teacher, but you do not know why. As soon as you can

define the behavior; e.g., the child is sharpening his pencil, then use the applicable code.

D. Special Single Symbols for Breaks in Coding

K SUBJECT LEAVES ROOM WITH PERMISSION

If the subject leaves the room with the teacher's permission, place the letter "K" at the point where he left and do not code until he returns. If he or she leaves the room without permission, where permission is required by the teacher, code IL instead of K and continue to code the teacher's behavior--and the subject's behavior as IL--until he returns, or the observation is complete, which ever comes first.

B OBSERVER TAKES A BREAK

If the interactions are occurring too fast, or something else occurs and you have to take a short break in coding, place the letter "B" at the place where the break occurred. B and K should be placed in the right hand margin beside the line where the interruption took place.

IV. Specific Rules on Who, When, and How to Code

A. Who to Code

In every coding interval, the subject's behavior and its direction are always recorded. The teacher's behavior and direction are recorded in every interval except (1) when the teacher is not involved with the subject or the peers in the subject's group, or (2) when the subject is interacting with a peer in such a way that the coding of the teacher could not be adequately accomplished at the same time. An example of the first exception

is where the teacher is talking to students in an oral reading group while the subject and some peers are working individually at their desks. The second exception includes situations in which the subject is talking with a peer who responds by talking back. The teacher's behavior is not coded as the observer needs to know the content of the children's talking to properly categorize it. Experience has shown that the coding of the teacher in such situations cannot be accomplished satisfactorily.

Peer behavior is recorded only when the peer is interacting directly with the subject or engaged in behavior as a direct result of the subject's actions. Exchanges from peers to teacher not directly involved with, or resulting from, interactions with the subject, are irrelevant for this coding system. The following is an example to help clarify the rule: The subject, responding to the teacher's question, gives a wrong answer. A peer immediately provides the correct response. In this case, record both the subject and the peer's behavior as the peer's behavior follows from the incorrect response given by the subject. If the teacher asks the peer a question and the subject is attending while the peer gives the incorrect answer, code the teacher's behavior as well as the subject's behavior but do <u>not</u> code the peer's behavior. The distinction is that the peer behavior in the first example results directly from the subject's behavior; in the second instance it is the result of the teacher's behavior--not the subject's. Thus, in examining and applying the

definitions given, it is important to keep in mind the fact that the behavior can apply to all agents; the teacher is coded when she is involved in the same group as the subject, and peer behavior is recorded when it is a direct result of the subject's behavior.

B. When to Code

1. The subject's behavior should be coded primarily during specified academic periods in which the observer has a clear idea of the behaviors expected from the subject and peers by the teacher. Examples include small reading groups, individual seat work in which the child has an assignment to complete, and work with another child on a social studies project. Coding should occur as infrequently as possible in the following situations: recess, lunch room, or the transitional period before or after a non-academic period; e.g., lining up for recess or lunch, physical education, etc.

2. The subject's behavior should be coded during short transitions within a specified period; e.g., changing places in a small reading group.

3. Two main situations should be adequately sampled with a minimum of 20 minutes of data in each situation per day. These situations are the group and the individual seat work setting. No minimum is set for transitional situations. The minimum should be surpassed whenever possible. Eighty minutes of individual and 80 minutes of group data should be collected for each

series of observations, e.g., baseline.

4. You should code for the period of time that was arranged by the teacher and if the teacher has extended the period, you should collect that data also. Never collect a minimum amount of data if more can be obtained--the more data, the better the understanding of the child. Because of unforseen problems, even the minimum cannot be gathered on certain days. You should still collect the data available as it will be used with additional data gathered at a later date.

5. Do not stop coding unless it is absoluately necessary--even when moving from one sheet to another. It is important to get all interactions between the subject and the environment and every interruption in coding results in a break, that is not recoverable, in the stream of behavior. Notes at the bottom of the page can be made when you have finished coding a line and nothing is changing in the behavior of the peers, subject, or teacher. If it is necessary to stop to put in comments, indicate a break has occurred by placing a B in the right hand margin of the coding sheet.

6. After you have recorded a sequence of peer, teacher, and subject and the buzzer has not sounded for the next 10-second interval to begin, determine if there are any changes in the behaviors of the peer, teacher, or subject. If there are changes, record the new sequence. For example, you first observe the teacher attending to the subject while the subject is reading

his textbook. Then the teacher asks the subject an academic question which he answers correctly. You would code the foregoing in the following manner:

6AT1 1ATO

6QA1 1RT6

C. Other Rules for Use of the Coding Symbols

1. If the individual emits more than one behavior simultaneously and the behaviors have the same direction, they may be coded side by side. For example, if the peer, in a very loud voice, tells the subject to leave him alone, both the code CD and NY are applicable and the coding would be 5CDNY1. If, on the other hand, the behaviors are emitted simultaneously but in different directions, they should be coded separately. Such a situation exists, for instance, when the subject has his hand raised as an initiation to the teacher while he is simultaneously engaged in talking to a peer about his new bicycle. The coding, in the latter instance, would be 1AI6 and 1TO5.

2. If two behaviors occur, but they are not simultaneous, they should be coded separately; thus, in the previous example the child may have initiated to the teacher--then put his hand down and begun talking to his peer. The coding would be 1AI6 and 1TO5, the same as before, except the second behavior, 1TO5, would be placed below the first behavior, i.e., below the dotted line.

3. All directions of a behavior should be coded. If, for

instance, the subject is talking to a peer and the teacher at the same time about academic material, the coding would be 1TA56.

If you are unsure of the direction of a subject or teacher's behavior, do not code the direction. Omission of the direction code should be as infrequent as possible. An example of a situation where direction would be left out is when a subject is making a great deal of noise by humming loudly. His behavior, however, is not directed at a particular recipient so you would code 1NYDS.

When a person being coded makes a statement directed at a group or individual <u>about</u> another group or individual, then the number identifying the individual or group referred to is recorded and circled. For example, the teacher says, "I like the way John is working." This is coded 6AP(1)9.

4. The coding of more than one agent for the emission of one or more like behaviors can occur <u>only</u> in the case of multiple peers or multiple teachers. When any of the identified children (1, 2, 3, 4) interact with the subject, then the identification number for that particular child is used and not code 5. For instance, the numbered children 2 and 4 may be listening to subject 1 as he describes the trouble he got into during recess. You would code 24LA1. In some cases an unidentified and identified peer may be involved in which case you would use the general peer code (5) for the unidentified child and the specified numbers for the identified children who are interacting with the subject. Thus, in the preceding example, if an unidentified

peer was listening, as well as 2 and 4, the proper coding would be 245LA1. The general peer code (5) is used whether one, two, or more unidentified peers are interacting with the subject. The same rule applies when there are several teachers in the room. If the regular teacher, 6, and the teacher aide, 7, are watching the subject as he recites, the proper coding is 67AT1.

D. Notes on Sequencing and Use of Certain Categories

A set recording pattern exists for each line of data on the coding sheets. The peer's behavior, when directed at the subject, or in response to a subject behavior which has already been coded in a previous interval, should be coded first. The teacher's behavior is coded second, and the subject's last.

The use of the categories having to do with obeying (OA, OM, and CD) and disobeying (DA, DM, and DD) codes can be confusing. For every command that is given, you should determine if compliance occurred. Compliance does not have to be a completion of an act that was commanded; beginning steps toward completion are adequate for the coding of compliance. You should attempt to code the applicable category as soon after the command as possible. For example, if the teacher gives an assignment and the subject begins to assemble materials for carrying out the assignment, you would code OA MA to indicate that the subject was engaged in management activities to prepare for the task of doing an assignment.

When you have coded a compliance category and then noncompliance occurs, you record the subsequent behavior. In the pre-

vious situation where the subject begins to do the management activities, if he then begins to run a toy car across his desk, a noncompliance is occurring and should be double coded with PL (DAPL). Once a compliance or noncompliance category is used, it is not repeated until the opposite category is coded. Using the same example, you would not code (DA) for each interval that the subject continues to play with the car. As soon as he returns to appropriate activities, i.e., assembling materials to complete the assignment, you code the category (OA).

V. Sample Protocol

The following represents a hypothetical example of 100 seconds (one coding sheet) of data collected in a second grade classroom during a small group reading lesson:

The observer, Sharon Denaro, has entered Mrs. Emery's classroom in Fox Creek Elementary School at 9:45 A.M. September 17, 1971. No reliability observer is present. The subject (No. 1) is seated accompanied by four other children and Mrs. Emery; three of the four children are designated as peers (No. 5) and the other child is No. 2. The second grade children not involved in the reading group have been given individual workbook assignments to be completed at their desks.

(Buzzer sounds)

The teacher says, "Children, please open your books to page 14." The subject opens his book to the appropriate page as do the other children.

6TM9 10M6

(Buzzer sounds)

The teacher tells child No. 2 to read to the group. Child No. 2 complies while our subject is looking at No. 2 reading.

6CA2 1AT2

(Buzzer sounds)

The teacher watches No. 2 as he continues to read. As she does so, our subject turns to the child next to him and starts talking about kickball. This child listens to our subject.

6AT2 1TO5

95LA1

(Buzzer sounds)

The teacher notices our subject and peer talking and tells them to be quiet. Both children comply. The teacher says, "That's very good children."

6CD195 10D6

6AP195

(Buzzer sounds)

The teacher then gets up from her chair and walks to the desk of another child, not in the reading group, to tell that child something. Our subject is looking at his textbook.

1ATO

(Buzzer sounds)

While the teacher continues to talk to the same child, outside the small reading group, our subject continues to look at his textbook. Then, our subject looks at child No. 2 after he calls our subject a "dirty, old skunk." Our subject then gets up from his chair, walks

over to where child No. 2 is seated and hits him.

1ATO

2D1DS1 1IL 1PN2

(Buzzer sounds)

The teacher notices what our subject has done and tells him to sit in his seat. Our subject complies. Then, the teacher walks back to the reading group and sits down.

6CD1 10D6

6MA

(Buzzer sounds)

The teacher then reads to the children in the reading group. Our subject is attending to the teacher and his book.

6TA9ATO 1AT06

(Buzzer sounds)

The teacher then asks our subject an academic question. He answers the question incorrectly. She then asks another child the same question which he answers correctly--during which time our subject is listening to the correct response by his peer.

6QA1 1WR6

6QA5 1AT95

(Buzzer sounds)

The teacher then tells the children to close their books and return to their desks (the academic period is over). Our subject complies.

6CM9 10M6

Date 2/17/71 Observer S.B. Subject #1 Page 1

Reliability ( ) Academic Activity Reading Time 9:45 AM

Structured X Unstructured ___ Group X Individual ___ Transitional ___

School Fox Creek Teacher Emery Grade 2nd

6CM9	1OM6
6CA2	1AT2
6AT2	1TO5
95LA1	
6CD195	1OD6
6AP195	
	1ATO
	1ATO
2DID31	1IL1PN2
6CD1	1OD6
6M	
6TA9ATO	1AT26
6QA1	1VR6
6CA5	1AT95
6CM9	1OM6

COMMENTS AND/OR QUESTIONS:

VI. Reliability

All observers need to check themselves frequently to ensure that they are recording classroom behavior as was intended by the investigators. Individual observers tend to develop idiosyncratic definitions even after being highly trained. In fact, it has been found that pairs of observers drift away from the original definitions while still agreeing with each other. For these reasons, constant monitoring is crucial for the collection of reliable and valid data.

One way to monitor your observation skills is to record classroom behaviors of the same subjects in conjunction with another observer. Using your own and the other observer's coded sheets, you can compare the degree to which the recordings match. The result is referred to as an estimate of the reliability of observer agreement. The higher the reliability, the greater the agreement between observers and the higher the chance that the recordings accurately reflect the behaviors they have observed. Such checks should occur at every observation during training and at least once a week after training has been completed.

When there are more than two observers on a project using the same observation system, two kinds of reliability checks can be made. One observer can be established as the "standard" by which all other observers are measured, or observers can rotate so that each would get some estimate of his or her agreement with every other observer. In the first instance, each observer is tested against the "standard" observer. The "standard" observer should not be selected by

arbitrary decision, but only after demonstrating high reliability with a standardized video training tape. For example, weekly or monthly training sessions may be held using previously recorded and coded videotapes of classroom interaction. The observer who shows the highest reliability with the videotape can be assigned the role of "standard" observer until the next training session. During that period, only the selected observer's recordings would be used to test the reliability of all other observers.

When a project lacks a "standard" observer, observers should rotate so that estimates of reliability are obtained between all pairs of observers at least once before the same pair of observers are checked a second time. In this way, if one observer is consistently having low agreements with others, the source of the mismatching can be investigated. The rotating procedure protects against two observers developing mutual idiosyncrasies which result in high reliabilities for them but unknown reliabilities with other observers. For example, if four observers A, B, C, and D are always checked by comparing A with B and C with D, no information is available on the reliabilities between A and C, A and D, B and C, and B and D. By rotating, each observer is checked with every other observer so that problems are less likely to develop.

Not only must reliability be maintained for the total number of behaviors, but the sequence of events must be recorded accurately for subjects', peers', and teachers' behavior. For this reason, agreements and disagreements are calculated for each line on the recording sheet.

For each line, several alternatives can occur: both observers may agree on the person, the behavior, and the direction or disagree on the person, and/or the behavior, and/or the direction. To illustrate: if one observer coded IPNNY9 and the other observer IPNDI15, one agreement is counted for the correct person identification (1) and another for the behavior (PN). Disagreements are recorded for the second behavior (NY vs. DI) and for the direction (5 vs. 9). Other disagreements can occur when one observer records a person, behavior, or direction which is completely omitted by the second observer. For example, if one observer coded 1PNNY9 and a second observer coded 1PN9, then a disagreement is recorded for the NY behavior.

How you compute the percentage agreement depends upon whether or not a "standard" observer is used. Two methods are available and both will be explained. Follow the directions as outlined and use the method appropriate for your project.

A. Reliability Using "Standard"

1. In the margin of each line of the "standard" observer's coding sheets, record the total number of behaviors, persons, and directions coded.

2. Compute the total number coded by the "standard" observer for the entire session.

3. On each line of the other observer's sheet, score one point for each disagreement. Remember, disagreements can occur (a) when an observer records a person, behavior, or direction which disagrees with the one coded by the "standard", (b) when an event is recorded

by the second observer which has not been coded by the "standard", or (c) when the second observer has missed recording an event coded by the "standard" observer.

4. Calculate the total number of disagreements in the margin for each sheet.

5. Compute the total number of disagreements for the complete recording session.

6. Subtract (5) from (2) to obtain the total number of agreements.

7. Divide (6) by (2) and multiply by 100.

This number represents the percentage agreement with the coding of the "standard" observer.

B. Reliability Without a "Standard"

1. Use only one observer's sheet for tallying.

2. On each line, score one point for any exact agreement between observers.

3. On each line, tally one point for any disagreement between observers. Three kinds of disagreements can occur: (a) cases where both observers record a person, behavior, or direction, but do not agree on the code; (b) cases where only the first observer records an event--it is not recorded by the other; and (c) cases where the second observer records an event which is not recorded by the first.

4. Add up the total number of agreements per sheet.

5. Add up the total number of disagreements per sheet.

6. Add up the total number of agreements for the complete recording session.

7. Add up the total number of disagreements for the complete recording session.

8. Compute the total number of agreements and disagreements for both observers by adding (6) and (7).

9. Divide the total number of agreements (6) by the grand total (8) and multiply by 100.

This number will be the percentage agreement between two observers when neither one is the standard. This assumes that each kind of disagreement may have occurred and increases the total in the denominator.

C. Clinical Reliabilities

For purposes of intervention, a less stringent type of reliability is required which consists of the total of each subject behavioral category divided by the total obtained by another observer. Add up the total for each category across all coding sheets for each observer. For each category, put the smaller number into one column and the larger number into a different column. Divide the sum of the larger number column into the sum of the smaller number column. The result will give clinical reliability.

D. Checking Reliabilities

Observers should check reliability daily by taking the first five minutes of coding in individual and the first five minutes in group on one subject in the individual and another subject in the group. Observers should keep a reliability chart for both group and individual.

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APPENDIX

CODING QUESTIONS

After the initial development of the code, observers had many questions regarding procedures and definitions. The following section presents their questions, with answers, grouped by category.

I. Identification Questions

Q. If the child is sent out of group activity, but is nearby, is he still coded as being in the group?

A. Yes, if he is in close proximity.

Q. Is a movie coded as group or individual?

A. Group.

Q. Is it unstructured when a teacher says, "When you finish your work, do what you want."?

A. Yes.

Q. Teacher has given instructions and has said that when the children are finished, they can do what they please. How do you code when a child has finished and is playing in a group with four other children? Is this individual or group? Structured or unstructured?

A. Group. Unstructured.

Q. How can we differentiate structured from non-structured in a loosely structured classroom?

A. Structure depends on teacher specificity; if not specific, then call it unstructured.

Q. The teacher had the students watching T.V. after each one had

completed his art assignment. Would this be coded group or individual?

A. Group for those watching T.V. and individual for those still completing the assignment. The designation of group or individual should be based upon the situation the subject is in.

Q. How important is it to specifically (or accurately) "label" the academic period? Sometimes it is hard to describe or unknown.

A. It is important to put down the right activity and when it is unknown to indicate that fact on the bottom of the sheet and in the log book so clarification can be provided.

Q. Is P. E. in the room considered academic or management?

A. Academic.

II. General Procedural Questions

Q. How do you code the teacher when she is disciplining peers outside of the group she is with? (Subject is in the group she is with.)

A. Don't code her.

Q. The subject is being coded during group; the teacher talks to children outside of the group. Do we not code her at these times, or code MA, or what?

A. Don't code her at all.

Q. Clarify again: If the teacher is not involved with a definite group, but is overseeing the entire class during individual, is she coded?

A. If the subject is interacting with a peer, don't code the teacher.

Otherwise, code the teacher during individual activities.

Q. Can a subject correct his own response?

A. Yes.

Q. Do you code 6 when the teacher comes into a group just to AT a peer?

A. Yes.

Q. A peer is reading a book to the group. Do we code peer or teacher?

A. Code the teacher. Interaction with the subject by the peer isn't direct enough.

Q. If a consultant begins talking to the subject during coding, what number should be used for the consultant?

A. Code 8.

Q. Sometimes I have trouble with the subject-peer interaction. When the buzzer sounds, the subject is asking a peer an academic question while the teacher is working at the blackboard. Then, the peer answers and the subject looks at him. How do you code?

A. Code:

6ATO	1QA5
95TA1	1AT95

Q. Should you use the 9 with the 5 when the teacher has been interacting with a peer for 10 seconds--then checks his papers with no verbal interaction?

A. Yes.

Q. When double coding subject behavior, it's faster to leave out the subject number if it is the same; e.g., 60A9 1VO6IL. Is this okay?

A. It is Okay to leave it out.

III. Definitional Questions

A. Approvals and Disapprovals

Q. During DISTAR, do you code giving and taking tickets as AP or DI, respectively?

A. Yes, because the tickets are redeemable for other items and are not simply informational responses by the teacher.

Q. When a teacher is saying, "John is working nicely," is she coded AP or TM?

A. AP.

Q. A peer approves the subject verbally and then the subject initiates hand shaking. How do I code the subject?

A. 1AP5.

Q. A peer approves the subject verbally and initiates hand shaking. The subject accepts hand shaking without a facial expression of satisfaction. How is the subject coded?

A. 1UB5.

Q. How much emphasis should be put on a statement that is not by definition an AP for it to be coded as an approval, e.g., "That's right."

A. Anything above a normal voice.

Q. The subject makes a joke and the peer laughs. Is the peer response AP?

A. Yes.

Q. How do you code a teacher when she ridicules a child's name?

A. 6DI.

B. Attention and Looking At

Q. How do we code a child who is reading aloud from a book?

A. If he is reading aloud to himself, code 1ATO TAI: if he is reading aloud to the class, code 1ATO TA96.

Q. The teacher says, "Now let's count; read the numbers on the chart," then points while the kids recite, sometimes counting with them. The first verbal is obviously CA, but what do we code thereafter for the teacher?

A. TA9 for reading; ATO for looking at the board.

Q. The subject and class are watching T.V. and responding to questions the T.V. lady asks. How do we code this?

A. 6ATO 1RTO (WR or AQ).

Q. What is used when a child plays with a learning game? The teacher has made academic games for the children to play with in free time.

A. Code ATO.

Q. What do we do for teacher following in book--double code AT5O?

A. Just ATO.

Q. What is talking about other things while doing assigned cutting and pasting? ATTO or ATTA? Talking is permitted by the teacher.

A. Code ATTO.

Q. When a group and teacher are reading in unison out loud,

do we code the subject's behavior 1TA69ATO?

A. Yes.

Q. If the subject is disrupting a peer and the peer is attempting to work but looks at the subject because of disruptions, is the peer coded LA or AT?

A. LA.

Q. When the subject is working at an inappropriate time, is it coded LAO or PLO? I've coded it LAO.

A. LAO is correct.

Q. How do you code closing eyes and dozing?

A. Code LAO.

Q. How is the subject coded when he is doing individual seat work, the teacher is working with the group, and the subject is watching them?

A. 1LA65.

Q. Should LA go along with TO or any inappropriate behavior and AT with appropriate behavior?

A. LA and AT can be coded by themselves or in conjunction with any behavior, appropriate or inappropriate.

Q. In art, what is coded when the subject looks at his partner's paper? LA? NO? AT?

A. LAO unless the teacher has instructed the children to do so in which case ATO would be used.

C. Management Questions

Q. When the teacher is writing math examples on the blackboard

to illustrate a point, is she coded ATO or MA?

A. 6ATO.

Q. When the teacher is running filmstrip and also watching slides, is the correct code 6MAATO?

A. Yes.

Q. The teacher is giving instructions for individual work to the whole class. Is TA or TM coded?

A. TM.

Q. How do you code a subject tying a peer's shoe laces? MA or AT?

A. Code MA unless tying the shoe lace is part of a teaching assignment.

Q. How do you code out of seat (appropriate) looking for a book to read? ATO or MA?

A. Code MA.

Q. How do you code the teacher's answer to a subject's request for pencils?

A. TM.

Q. If the subject says to the teacher, "Mrs. R., I'm done," but the teacher either ignores or doesn't hear, is the subject coded AI or TM?

A. Code TM since you know the content of the initiation.

Q. How do you code the teacher saying, "I'm waiting for three people."? DI?

A. TD or TM, depending upon the situation. She could be waiting

for three people to get their books (TM), or for three people to stop yelling (TD).

Q. The academic period is art. The teacher is explaining how to make the project. Do we code TM or TA?

A. Code TA if she is explaining how to draw. If she is talking about where materials are, code TM.

Q. How should we code the teacher writing on the board?

A. MA if preparatory activity, AT if part of class work.

Q. The teacher is passing out papers and talking to the children individually as she does so. Do we code MA or do we code each separate interaction with each student?

A. MA plus AT or whatever else the child is doing.

Q. I'm having trouble sometimes distinguishing between MA and AT for teacher distributing materials. Which do we use?

A. Code MA.

Q. How do you code, "If you get with it, you'll have more time to play." The statement was made when some children were working slowly on assigned material.

A. Code it: DITM.

Q. The teacher is MA (distributing materials). The subject is sitting in his seat, as instructed, and looking around. I coded this AT because there is nothing he should be doing. Is this right?

A. Use normative (NO).

Q. The teacher is doing management activities, but talks briefly

to each child as she does. Do we have to double code TA and MA, or use one or the other?

A. Double code. In some cases, LA, TM, TD, etc. may be more descriptive. If so, use one of them in conjunction with MA.

Q. How do you code when a child picks up a paper that has fallen on the floor?

A. 1MA.

Q. When the teacher rings a bell and the students leave the reading table, is this coded CM?

A. Yes.

D. Talk Academic

Q. How do you record teacher and students singing together? TA?

A. Yes.

Q. What do you code when a child is talking to himself?

A. The behavior is directed to himself. Code 1TA1, 1TM1, 1TO1, or 1TD1.

Q. Is reading in class coded TA?

A. Yes.

Q. How do you code when the teacher and group, including the subject, are reciting together? 65TA?

A. Code 6TA9 1TA9.

E. Commands

Q. When the subject is a boy and the teacher says to the class, "I want the boys to get out their books," do you code 6CM51

or just 6CM5?

A. 6CM51.

Q. How do we code when the teacher commands the group, "Help John with that."?

A. If John is a peer, code 6CA ⑤ 1; if John is the subject, code 6CA Ⓘ 5.

Q. How do you code repeated CA?

A. As CA.

Q. Do we need an OA or DA for each CA?

A. Yes. In some cases the teacher will repeat a CA to the entire class although the subject has already complied; in such cases code the child as complying the second time, also. This often happens in spelling tests when the teacher repeats the command to spell a word.

Q. When the teacher says, "Sh-sh," that is supposed to be a command discipline. Do we need a compliance?

A. Yes.

Q. Do we code obey-disobey to commands from one child to another?

A. Yes.

Q. In DISTAR, when the children are blending and the teacher says, "Say it fast!", is the appropriate code for a correct answer by the child TA, RT, or OA? Or is this double coded, i.e., RTOA?

A. Code RTOA.

F. Disruption and Inappropriate Locale

Q. How is laying across the desk coded? UB?

A. Code as IL if specified by the teacher as inappropriate. If the child is working at the same time, code ATO or other appropriate behavior as well as IL.

Q. How do you code sitting in the seat backwards with feet up over the back of the chair? DM?

A. Don't code unless this is specified by the teacher as inappropriate; then, code IL.

Q. A child is rifling the teacher's purse. How is this coded?

A. DS6 should be used and IL.

Q. How do you code a sneaky theft?

A. IL and DS.

Q. How are threats coded?

A. DS.

Q. What is the difference between NY and DS?

A. NY may be non-directional. DS is usually directional and the amplitude of the sound of the response is not primary in applying the code. They can be double coded.

Q. How do you code a poke or tapping on the shoulder? AI or DS?

A. AI--unless a real hit.

Q. How do you code if a child has been banished to a corner, new activity involves something on the board, and he cautiously, but somewhat disruptively, moves his desk back into his row?

A. 1DD6DS5IL.

Q. The teacher is asking the group a series of QAs and the subject repeatedly calls out wrong answers. How is this coded?

A. If the child is not looking for the answer, e.g., looking at his book or attending to the content of the question, then the code should be CLWRDS. If the child is looking for the answer, but is repeatedly wrong, the code is CLWR.

G. Physical Negative and Punishment

Q. How do you code a child who is sitting facing the wall as punishment?

A. Normative (NO) unless he is doing something else.

Q. How do you code when a teacher is physically removing a child from the room?

A. 6PN1.

Q. How do you code the subject, in the above situation, when he is resisting? 1DIPN6?

A. Code 1DDPN6 if this is the first disobedience to the command.

Q. If a child is sent from the group with instruction to return to his seat, is DD used for the entire time he disobeys--until further instructions are given?

A. Code DD once, and then code whatever he is doing in subsequent intervals.

Q. How do we code the teacher's behavior when she physically attempts to remove the child from the situation when he is being inappropriate?

A. PNCD is the correct code. CD is used because implied in the PN response is the command to leave the situation.

Q. If the subject holds onto an object so the teacher cannot easily remove him, how do you code the subject?

A. DD.

Q. How do you code if the subject resists by pushing the teacher?

A. DDPN.

Q. How do you code the teacher when she is physically pulling a child back to the desk?

A. Code PNCD.

Q. A peer is interacting with the subject by attempting to keep the subject at his seat and doing work expected of the class; the peer, using physical force, says, "Come back and sit down." I coded 5CD1. Is this correct?

A. Code 95CDPN1. (95 is used if the peer has been coded in the last sequence.)

Q. How is writing on the desk coded?

A. PNO.

H. Miscellaneous

Q. If a child is AI6 while 6 is working with a group, do we code AI until the child is acknowledged by 6?

A. Yes.

Q. How is quiet crying coded?

A. 1UB.

Q. How do you code crying in pain?

A. If it's loud, code NY; otherwise UB.

Q. How do you code a child who is "playing with himself"?

A. 1PL1.

Q. A subject is peeling skin off his hand. Would this be 4PL4?

A. Yes.

Q. How do you code a child who is eating paper or paste?

A. Code other behavior. If the child is eating while working, code AT; if he is not working, code PL, LA, etc. In other words, use whatever is appropriate.

Q. Regarding PL and TO: Some playing is verbal. Do we double code or just code PL?

A. Double code.